

The Implementation of Think-Pair-Share (TPS) Strategy in Enhancing *al-Mahārah al-Kalām* in Grade VIII at MTsN 1 Madiun

Implementasi Strategi *Think-Pair-Share* dalam Meningkatkan *al-Mahārah al-Kalām* di Kelas VIII MTsN 1 Madiun

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Abstract

This inquiry makes a deliberate effort to harmonize students' latent instincts and cognitive faculties with the progressive refinement of their Arabic speaking proficiency while confronting pedagogical challenges and uplifting the standards of instruction within the al-Mahārah al-Kalām curriculum. At the heart of this endeavor lies the Think Pair Share (TPS) strategy, a collaborative educational method that encourages individual contemplation and facilitates dialectic engagement and communal reflection. Through such methodological precision, the study aspired to stimulate active participation, deepen comprehension, and enhance students' communicative competencies in the Arabic language. Focusing its gaze on Year Eight students of the State Islamic Junior High School (MTSN) 1 in East Java during the academic year of 2023-2024, the research unfolded through the paradigm of classroom action research (PTK), following the model posited by Kemmis and Taggart. This model, grounded in four distinct stages – planning, observation, implementation, and reflection – allowed the investigation to traverse a meticulously structured path. The process was executed across two cycles: the first cycle centered on "al-Hiwāyah" (aspirations), while the second gravitated towards "mihnah" (professions). Each cycle adhered rigorously to the procedural demands of planning, execution, observation, and subsequent reflection, thus ensuring the validity and reliability of the resultant data. The findings were revealing: there emerged a pronounced enhancement in the quality of instruction, with 75% of the cohort attaining commendable levels of achievement. The TPS strategy enriched the student's grasp of the material and fostered heightened engagement, greater confidence, and an evident fluency in their Arabic speech. In its broader implications, this study underscores the efficacy of the TPS method in furthering both the pedagogical quality and the linguistic proficiency of students within the al-Mahārah al-Kalām framework for Year Eight at MTSN 1 Madiun.

Keywords : *al-Mahārah al-Kalām, Learning Outcome, Think Pair Share (TPS)*

ملخص

تتخذ هذه الدراسة مسارًا مدروسًا يهدف إلى مواءمة الغرائز الكامنة والقدرات العقلية لدى الطلاب مع التحسين التدريجي لمهاراتهم في التحدث باللغة العربية، بينما تتصدى في الوقت ذاته للتحديات التربوية وترتقي بمعايير التعليم في منهاج مهارة الكلام. وفي قلب هذا المسعى تكمن إستراتيجية "فكر-زواج-شارك" (TPS)، وهي طريقة تربوية تعاونية لا تشجع على التأمل الفردي فحسب، بل تسهم أيضًا في المشاركة الجدلية والتأمل الجماعي. ومن خلال هذا النهج المنهجي الدقيق، سعت الدراسة إلى تحفيز المشاركة النشطة، وتعميق الفهم، وتعزيز الكفاءات التواصلية لدى الطلاب في اللغة العربية. مع تركيزها على طلاب السنة الثامنة من المدرسة الإسلامية الحكومية الإعدادية الأولى (MTSN) في جاوة الشرقية خلال العام الدراسي ٢٠٢٣-٢٠٢٤، تبلورت هذه الدراسة من خلال نموذج البحث الإجرائي الصفي (PTK)، وفقًا للنموذج الذي طرحه "كيميس وتاجارت". ويقوم هذا النموذج على أربع مراحل واضحة: التخطيط، والملاحظة، والتنفيذ، والتأمل، مما أتاح للدراسة أن تسير على نهج منظم بعناية. وقد تم تنفيذ هذا الإجراء عبر دورتين: ركزت الدورة الأولى على "الهواية"، بينما تمحورت الثانية حول "المهنة". وكل دورة التزمت بدقة بمقتضيات التخطيط والتنفيذ والملاحظة والتأمل اللاحق، مما ضمن صحة النتائج ومصداقيتها. كانت النتائج واضحة: فقد ظهرت تحسينات ملحوظة في جودة التعليم، حيث حقق ٧٥٪ من الطلاب مستويات أداء متميزة. ولم تُثري إستراتيجية TPS فهم الطلاب للمادة فحسب، بل عززت أيضًا التفاعل المتزايد والثقة بالنفس والطلاقة في التحدث باللغة العربية. وتؤكد هذه الدراسة في أبعادها الأوسع فعالية إستراتيجية TPS في تعزيز الجودة التعليمية والكفاءة اللغوية لدى الطلاب ضمن إطار مهارة الكلام للصف الثامن في 1 MTSN ماديون.

الكلمات المفتاحية: نتائج التعلم، مهارات الكلام، التفكير ثم الشريك ثم المشاركة (TPS)

Introduction

Think Pair Share (TPS) is a specific academic approach that involves students studying in pairs while receiving instruction. Frank Lyman developed cooperative learning, which maximizes student engagement in the classroom. Professional in industry, Lyman said that this tactic is a helpful way to add variety to lesson debates, assuming all of the sayings require discussion to keep the class under control. The technique allows students to collaborate in pairs, discuss a specific topic, and find answers together. This method promotes debate and active engagement among students and deepens their understanding. ¹

¹Wulan Kartika Suandi, Hamidah Hamidah, dan Amat Hidayat, "Implementasi Strategi Pembelajaran Think Pair Share (Tps) Menggunakan Aplikasi Nearpod Terhadap Kemampuan

This instructional strategy is exceptionally unique and offers various advantages for students. Among these are: 1) providing ample time for students to answer questions and engage in thoughtful exchanges; 2) enhancing their aptitude for responding to simple tasks; 3) significantly contributing to the productivity of each group; 4) facilitating easier interaction among peers; and 5) boosting confidence and ensuring that all students contribute meaningfully. However, it is not without its challenges. These include: 1) requiring coordinated efforts across multiple learning activities; 2) demanding special attention to classroom management; 3) consuming considerable time in the formation of small groups; 4) necessitating extensive monitoring of numerous groups; and 5) potentially generating fewer ideas.²

Scholars such as Onesme Niyibizi highlighted that research strategy has notably improved student outcomes, particularly in Mathematics.³ Rama⁴, Susi⁵, Situmorang⁶, Hidayatullah⁷, and Firnawati⁸ as evidenced by Idriyanti's work, applying this strategy in Islamic Education has also yielded similarly positive results.⁹ Meng Li¹⁰, Arianto¹¹

Pemecahan Masalah Dan Minat Belajar Siswa," *Jurnal Lebesgue : Jurnal Ilmiah Pendidikan Matematika, Matematika dan Statistika* 5, no. 1 (30 April 2024): p 380, <https://doi.org/10.46306/lb.v5i1.586>.

²Moch. Agus Krisno Budiyanto, "Sintaks 45 Model Pembelajaran dalam Student Centered Learning (SCL)," 1 (Malang: Universitas Muhammadiyah Malam Press, 2016), p 96.

³Onesme Niyibizi dkk., "Exploring The Contribution Of Think-Pair-Share Supportive Learning Approach On Secondary School Mathematics Students," no. 1 (2024): p 7.

⁴Rama Nida Siregar dkk., "Improving Mathematical Problem-Solving Abilities through Think Pair Share Learning Using Autograph," *KnE Social Sciences*, 3 April 2024, p 476, <https://doi.org/10.18502/kss.v9i8.15583>.

⁵Susi Sulastris Lubis dan Rian Rinaldi, "Penerapan Model Pembelajaran Think Pair Share (TPS) Untuk Meningkatkan Hasil Belajar Matematika" 2, no. 1 (2024): P 197.

⁶Parlindungan Situmorang, "Peningkatan Penguasaan Konsep Matematika Melalui Penerapan Pembelajaran Kooperatif Tipe Think Pair Share (Tps) Siswa Kelas Vii Tp. 2020/2021 Smp Negeri 43 Medan" 5 (2024): p 252.

⁷Arif Hidayatullah dkk., "Meta Analisis: Pengaruh Model Pembelajaran Tps Terhadap Hasil Belajar Matematika Siswa," *Jurnal Lebesgue : Jurnal Ilmiah Pendidikan Matematika, Matematika dan Statistika* 5, no. 1 (30 April 2024): p 596, <https://doi.org/10.46306/lb.v5i1.535>.

⁸Firnawati dan Firnawati, "Peningkatan Prestasi Belajar Matematika melalui Penerapan Model Pembelajaran Kooperatif Tipe Think Pair Share (TPS)," 1, 4 (2020): p 127, <https://doi.org/10.31004/jptam.v4i1.437>.

⁹Indriyanti Safitri dkk., "Meningkatkan Pemahaman Siswa Terhadap Pembelajaran Pai Melalui Penerapan Model Pembelajaran Kooperatif Think Pair Share Pada Siswa Kelas V Di Sdn Sarimulya 3" 1, no. 1 (2022): p 102.

¹⁰Meng-Meng Li dan Chia-Ching Tu, "Developing a Project-Based Learning Course Model Combined with the Think-Pair-Share Strategy to Enhance Creative Thinking Skills in Education Students," *Education Sciences* 14, no. 3 (23 Februari 2024): hal 12, <https://doi.org/10.3390/educsci14030233>.

¹¹Fredi Arianto, "Pengaruh Penerapan Model Pembelajaran Kooperatif Tipe Think Pair Share (TPS) Terhadap Prestasi Belajar Pendidikan Agama Islam," t.t., p 198.

Mulyono¹², and Zulihi.¹³ These studies conclude that this strategy is highly relevant and practical across various educational contexts.

Various strategies, models and innovative media have been applied in Arabic language education, covering general Arabic language instruction and specialized skills. For instance, Hasibuan's¹⁴ and Ifkar Rasyid¹⁵ research on expanding Arabic vocabulary, Sumita's¹⁶ exploration of Arabic language pedagogy, Zainal Abidin's¹⁷ and Amelya Khusnul Fadhillah¹⁸ studies in Arabic education, and Nur Najhah's.¹⁹ Investigation into the effectiveness of vocabulary instruction highlights the various approaches taken towards general Arabic language learning.

Researchers such as Aulia have addressed specialized Arabic instruction, particularly in skills such as *al-Mahārah al-Kalām*.²⁰, who examined enhancements in Arabic language thinking skills; Azzahra²¹, who investigated the impact of the Think Pair Share (TPS) model on *al-Mahārah al-Istimā'*^{22'}; and Ida Miftakhul²³, who focused on aspects of *al-Mahārah al-*

¹²Mulyono, Sunhaji, dan Wahab, "Implementasi Straregi Pembelajaran Kooperatif Think Pair Share (TPS) Pada Mata Pelajaran Pendidikan Agama Islam.," 2, 9 (2021): p 334, <https://doi.org/10.24090/jk.v9i2.6876>.

¹³Zulihi dan Talabudin Umkabo, "Strategi Pendidikan Agama Islam dengan Metode Thing Pair Share pada Tingkat Madrasah," 2, 6 (2023): hal 334, <https://doi.org/10.31539/joeai.v6i2.6750330>.

¹⁴Renni Hasibuan dan Muhammad Jundi, "Think Pair Share with Drill Method: A Teaching-Learning Strategy to Enhance Students' Arabic Vocabulary Mastery," t.t., p 145.

¹⁵Ifkar Rasyid, Muhammad Jafar Shodiq, dan Hafid Arsyad, "Implementation of the Think Pair Share Strategy and Drill Method in Mufradāt Learning at MTsN 1 Padang Implementasi Strategi Think Pais Share dan Metode Drill dalam Pembelajaran Mufradāt di MTsN 1 Padang: Implementasi Strategi Think Pais Share dan Metode Drill dalam Pembelajaran Mufradāt di MTsN 1 Padang.," *al Mahāra: Jurnal Pendidikan Bahasa Arab* 10.1 (2024): p 19-.

¹⁶Sumita Sabilla dan Akmal Walad Ahkas, "Improving Student Learning Outcomes in Arabic Learning Through the Think Pair Share (TPS) Model," *Edumaspul: Jurnal Pendidikan* 7, no. 1 (1 Maret 2023): p 1705, <https://doi.org/10.33487/edumaspul.v7i1.6373>.

¹⁷Zainal Abidin dan Agus Yasin, "Tanfīz Istimā'iyah Numbered Heads Together (NHT) li Tarqiyah Nata'ij at-Ta'lim fi Mawdhu' al-Lugah al-'Arabiyyah," 1, 10 (2024): p 54.

¹⁸Amelya Khusnul Fadhillah dan Farikh Marzuqi Ammar, "Enhancing Arabic Learning Outcomes: A Study on the Effectiveness of Think-Pair-Share Model," *Indonesian Journal of Islamic Studies* 12.2 (2024): p10.

¹⁹Nur Najhah Akmal Roslan dan Muhammad Sabri Sahrir, "The Effectiveness of ThingLink in Teaching New Vocabulary to Non-Native Beginners of the Arabic Language," *IJUM Journal of Educational Studies* 8, no. 1 (7 Oktober 2020): p 33, <https://doi.org/10.31436/ijes.v8i1.274>.

²⁰Aulia Mustika Ilmiani dan Delima Delima, "Innovation in Learning Arabic Reading Skills Using Higher Order Thinking Skills," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 9, no. 1 (1 Juni 2021): p 1005, <https://doi.org/10.23971/altarib.v9i1.2603>.

²¹Adiva Yuri Azzahra dan Zainul Abidin, "The Influence of Learning Models Think Pair Share on the Arabic Listening Skills of Class VII Students of SMP Muhammadiyah 2 Tangerang," t.t., jal 246.

²²Azzahra dan Abidin, p 250.

Istimā'. Additionally, Siti Nur Kusuma in *al-Mahārah al-Qirā'ah*²⁴, Nurjannah²⁵, Wartiman²⁶, Dailatus Syamsiyah²⁷, Lubis²⁸, and Junaid²⁹ Have all contributed to the field of *al-Mahārah al-Kalām*. Anisul Imamah³⁰ We have all contributed to the *al-Mahārah al-Istimā'* and *al-Mahārah al-Kalām* fields. We employ various strategies, models, and media. Despite the different approaches and media utilized, a common outcome has been improved student learning results.

This study aims to validate whether applying the Think Pair Share (TPS) strategy leads to enhanced learning outcomes in *al-Mahārah al-Kalām*. TPS is considered a unique and appropriate strategy, mainly as previous research on TPS has not yet explicitly focused on Arabic language education, especially within the context of *al-Mahārah al-Kalām*. The study targets eighth-grade students at State Islamic Junior High School (MTSN) 1 Madiun, East Java, Indonesia, due to the prevalent issues in Arabic language instruction at this institution, including difficulties in comprehension, disengagement during lessons, and a lack of innovative teaching methods. The study at Universitas Darussalam Gontor, Ponorogo, seeks to foster innovations that enhance teaching practices and student learning outcomes. Results indicate a significant improvement, with 75% of the 32 students achieving perfect scores, thus affirming the efficacy of the TPS strategy in elevating Arabic language learning outcomes.

The researcher employed the Classroom Action Research (CAR) methodology to assess the improvement in student learning outcomes in *al-Mahārah al-Kalām*. This

²³Ida Miftakhul Jannah, Umi Hanifah, and Mohamad Thohir, "The Implementation of Mind Mapping in Arabic Speaking Skills for University Students" 10, no. 02 (2023): p 60.

²⁴Siti Nur Khasanah dkk., "Pengaruh Strategi Kwl Berbantu Sorogan Terhadap Keterampilan Maharah Qira'ah Santri Usia Dini," *Lahjah Arabiyah: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab* 5, no. 2 (15 Juli 2024): p 238, <https://doi.org/10.35316/lahjah.v5i2.229-240>.

²⁵Nurjannah, "Effectiveness of The Power Of Two Learning Methods in Achieving Maharatul Kalam (Study of Arabic Language Learning at the Faculty of Letters)," 2, 13 (2023): p 708, <http://ejournal.seaninstitute.or.id/index.php/InfoSains>.

²⁶Wartiman dan Erizal Ilyas, "Pengembangan Strategi Qishshah Tharifah Terhadap Pembelajaran Maharatul Kalam," 2, 26 (2022): p 84.

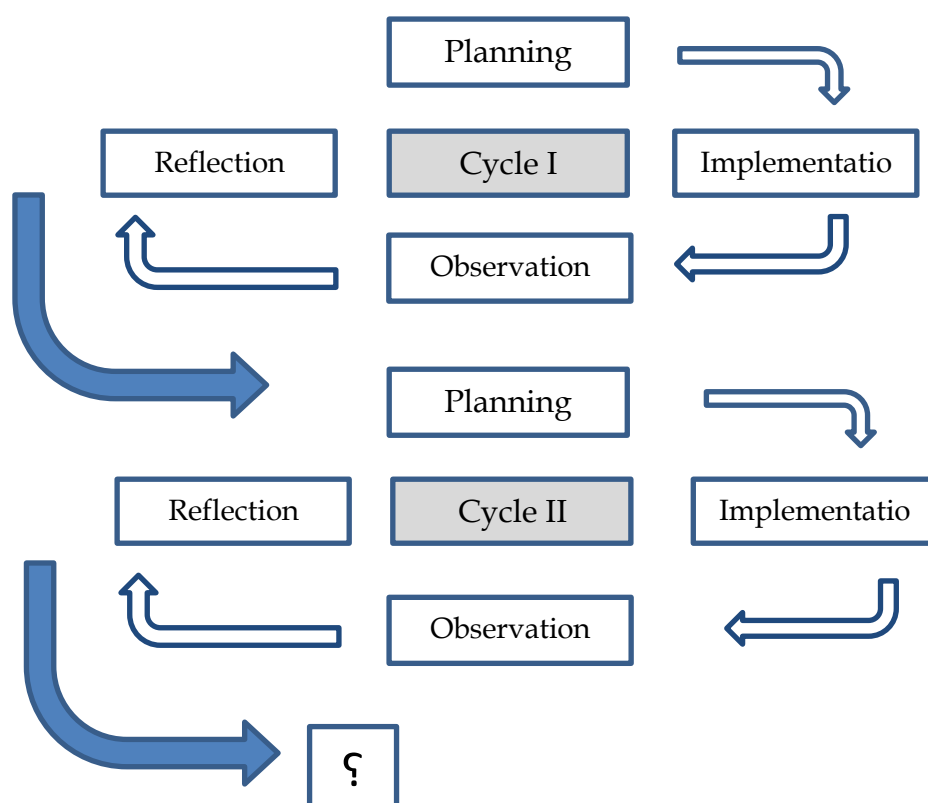
²⁷Dailatus Syamsiyah, Cecep Farhani, dan Alimudin Alimudin, "Strategies For Intensive Arabic Learning Maharat Al-Kalam At The Kendari State Islamic Institute," *Al-Hikmah: Jurnal Agama Dan Ilmu Pengetahuan* 20, no. 2 (22 Oktober 2023): p 130, [https://doi.org/10.25299/al-hikmah:jaip.2023.vol20\(2\).11304](https://doi.org/10.25299/al-hikmah:jaip.2023.vol20(2).11304).

²⁸Lubis dan Rinaldi, "Penerapan Model Pembelajaran Think Pair Share (TPS) Untuk Meningkatkan Hasil Belajar Matematika," p 34.

²⁹M Junaid, "Implikasi Active Learning Dalam Pembelajaran Bahasa Arab Maharah Al-Kalam: Suatu Kajian Teoritis," *Jurnal Cakrawala Ilmiah* 2, no. 3 (2022): p 900, <https://doi.org/10.53625/jcijurnalcakrawalailmiah.v2i3.4027>.

³⁰Anisul Imamah, "Implementasi Metode Sam'iyah Syafawiyah pada Maharah Istimā' dan Maharah Kalam di PKPBA UIN Malang," 1, 4 (2024): p 117.

investigation was conducted through two distinct cycles, each concentrating on different thematic content. The strategy employed was Think Pair Share (TPS), a pedagogical approach to enhance student engagement and learning. This method was applied to all eighth-grade students at State Islamic Junior High School (MTSN) 1 Madiun, comprising a total of 32 students—the use of TPS aimed to foster interactive learning and promote a deeper understanding of the material.



Picture 1. Research Method

This picture explains that research was conducted systematically following the Kemmis and McTaggart model.³¹ The first stage is planning, where the researcher designs the learning process and prepares the materials for each *al-Mahārah al-Kalām* instruction cycle. A comprehensive lesson plan is developed during this stage, detailing learning objectives, strategies, and appropriate assessment tools. The second stage is implementation. At this point, the Think Pair Share (TPS) strategy is applied in the classroom, following the lesson plan that was previously designed. This strategy involves students engaging in paired discussions to think, share ideas, and exchange understanding to foster active

³¹Jarjani Usman dkk., *Pengantar Praktis Penelitian Tindakan Kelas (PTK)*, Cetakan Pertama (Tanjung Selatan, Aceh: AcehPo Publishing, 2019), p 26.

student participation in the learning process. The third stage is observation. Here, the researcher systematically observes and records the students' responses and the effectiveness of the TPS strategy. This stage includes qualitative and quantitative data collection, focusing on student engagement during discussions, their comprehension of the material, and the overall classroom dynamics. The final stage is reflection. During this phase, the observational data are analyzed to assess the successes and shortcomings of the completed cycle. The analysis revealed that implementing the Think Pair Share strategy significantly improved student learning outcomes, particularly in Madrasah Tsanawiyah Negeri 1 Madiun. This success is evidenced by increased student participation in discussions and an enhanced understanding of the learning material.³² Thus, this research demonstrates that the TPS strategy effectively improves student learning outcomes in *al-Mahārah al-Kalām* instruction and holds potential for broader application across various educational contexts.

Results and Discussion

This study was conducted at Madrasah Tsanawiyah Negeri (MTSN) 1 Madiun to optimize Arabic learning. The research's central focus was applying the Think Pair Share (TPS) strategy within the realm of *al-Mahārah al-Istimā' wa al-Kalām*, which encompasses listening and speaking skills. In this investigation, 32 eighth-grade students actively participated in a learning process meticulously designed to enhance their linguistic abilities.

The TPS strategy was implemented through two learning cycles, each featuring different topics. In the first cycle, students explored the theme of "*Hiwāyah*" (hobbies), facilitating discussions and sharing personal interests. The second cycle shifted to "*Mihnah*" (occupations), providing students with opportunities to discuss various professions and the associated challenges. This method aimed to effectively and enjoyably improve students' speaking and listening skills in Arabic. Through this structured approach, it was anticipated that students would significantly enhance their language capabilities.

Cycle I:

In the first cycle, the researcher, who also served as the instructor, centered the discussion on the *al-Mahārah al-Istimā' wa al-Kalām* lesson around the "*Hiwāyah*" or hobbies, employing the Think Pair Share (TPS) learning strategy. This session took place on Monday,

³²Dameria Sinanga, *Buku Ajar Penelitian Tindakan Kelas (PTK)*, Ceyakan 1 (Jakarta: UKI Press, 2024), p 23.

14 May 2024. The approach involved inviting students to reflect individually on their hobbies, engage in pair discussions, and ultimately share their insights with the larger group. The TPS strategy was meticulously designed to foster active student participation and to enhance their Arabic speaking and listening skills.

Upon the lesson's conclusion, the researcher promptly administered an examination to assess the student's comprehension of the material and their conversational abilities in Arabic within the context of the hobby theme. This examination aimed to evaluate the effectiveness of the TPS strategy and provide a clear depiction of the student's progress in developing their *al-Mahārah al-Istimā' wa al-Kalām* skills. The examination results were subsequently analyzed and presented in the following table, offering insights into the success of the teaching method and highlighting areas that may require further improvement.

Table 1. Statement of Learning Outcomes of Cycle I

No	Mark	Information	Amount	Presentation
1	8.6-10	ممتاز	7	21.88%
2	7.6-8.5	جيد جدا	11	34.38%
3	6.6-7.5	جيد	10	31.25 %
4	5.6-6.5	مقبول	3	9.38 %
5	4.5-5.5	ضعيف	1	3.13 %
Total			32	100 %

Used on the first table, it is revealed that seven students achieved an ممتاز (Excellent) rating, representing 21.88% of the class. A further 11 students received a جيد جدا (Very Good) rating, accounting for 34.38%, while ten students were rated as جيد (Good), constituting 31.25%. However, four students did not pass, with varying degrees of underperformance. Of these, three students received a marble (Pass) rating, 9.38%, and one was rated *sharīf* (Weak), representing 3.13%. These results indicate that the Arabic language learning in the *al-Mahārah al-Istimā' wa al-Kalām* subject during the first cycle didn't reach its peak, necessitating evaluation and further improvement. Consequently, reflection is

required to address the shortcomings observed in Cycle I and to enhance the teaching process.

The deficiencies identified in the first cycle of the learning process included some students failing to engage with the lesson thoroughly, delays in group formation, and many students hesitating or declining to answer the teacher's questions. These issues can be attributed to the students' unfamiliarity with the "Think Pair Share" model of cooperative learning applied to the *al-Mahārah al-Kalām* subject. A second cycle will be conducted to minimize these weaknesses by employing different learning materials from those used in the first cycle.

Cycle II:

In the second cycle, the researcher and teacher addressed the *al-Mahārah al-Kalām* lesson with the theme "Al Mihnah" (Occupations), again utilizing the Think Pair Share strategy. This teaching session was conducted on Wednesday, 16 May 2024. Upon completing the lesson, an examination was immediately administered to assess the student's progress in understanding and conversing in Arabic within the context of the *al-Mahārah al-Kalām* lesson. The results of this examination demonstrated a marked improvement in their learning outcomes, as reflected in the table below.

Table 2. Statement of Learning Outcomes of Cycle II

No	Mark	Information	Amount	Presentation
1	8.6-10	ممتاز	29	90.63%
2	7.6-8.5	جيد جدا	3	9.38%
3	6.6-7.5	جيد	0	0%
4	5.6-6.5	مقبول	0	0%
5	4.5-5.5	ضعيف	0	0%
Total			32	100%

The second table shows that the students' scores have significantly improved, with more than three-quarters of the class achieving "ممتاز" (Excellent) grades, scoring between 8.6 and 10, representing 90.63% with 29 students. The remaining students earned "جيد جدا" (Very Good) grades, ranging from 7.6 to 8.5, accounting for 9.38%, or three students. Notably, no students received grades of "جيد" (Good), "مقبول" (Pass), or "ضعيف" (Weak).

The learning progression in this cycle highlights significant advances despite some areas requiring attention. During the first cycle, several shortcomings impeded the effectiveness of the learning process. However, these issues were no longer evident after implementing the necessary improvements in the second cycle. Students exhibited increased enthusiasm in their participation, becoming quicker and more efficient in forming learning pairs, a crucial step in the Think Pair Share strategy. This approach requires students to think individually, discuss within groups, and ultimately share their insights with others.

The success of this strategy is reflected in the noticeable shift in classroom dynamics. Students became more active and engaged at every stage of the learning process, ultimately leading to improved academic achievement. The results of the second cycle demonstrate that nearly all students achieved highly satisfactory grades, with few, if any, receiving low scores. This indicates that students grasped the material well and could apply the concepts learned in various contexts. This development proves that the implemented teaching approach has effectively enhanced the overall quality of education in the classroom. While some minor shortcomings from the first cycle were initially present, these were successfully addressed, resulting in a learning environment where students were eager and well-prepared to engage with the Think Pair Share strategy. The outcomes show that no students received low grades, and nearly the entire class achieved perfect scores.

Reflection:

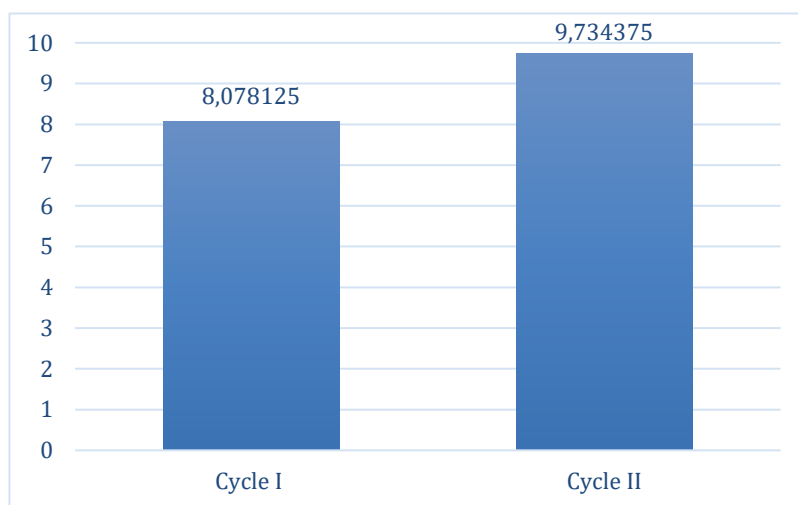
After completing the learning processes in the first and second cycles, the researcher conducted a comparative analysis to assess the study's success. This comparison aimed to determine whether the research had met its expected outcomes. The results of this comparison are presented in the following table, which illustrates the progression and differences between the two cycles. By evaluating the results from each cycle, the researcher could gauge the effectiveness of the applied methods and assess the extent to which the learning objectives were achieved throughout the study. This comprehensive evaluation is detailed in the accompanying table.

Table 3. Statement of learning outcomes of Cycle I and Cycle II

No	Description	Number of Successful	Unsuccessful Amount	Presentation	Average Score
1	Cycle 1	28	4	87.5%	8.078125
2	Cycle 2	32	0	100%	9.734375

The third table shows a discernible increase in students who successfully passed between the first and second cycles. In the first cycle, 28 students attained a passing grade with scores above 7, reflecting a pass rate of 87.5%. This indicates that the majority of students met the established standards. However, in the second cycle, the results show significant improvement, with 32 students achieving a "جيد" grade or higher, meaning scores above 7. Consequently, the pass rate elevated to 100%, signifying that all students in the second cycle met the heightened criteria for graduation.

Following this noteworthy improvement, the researcher constructed an additional table to analyze the comparative average scores of students across each cycle. This step was taken to provide a deeper understanding of the progress achieved by the students from the first cycle to the second. By comparing these average scores, the researcher could more comprehensively assess the instructional strategies' effectiveness. This comparative analysis also identifies areas that may still require enhancement, ensuring that the observed improvement is consistent and sustainable.



Graph 1. *al-Mahārah al-Kalām* Values of Cycle I and Cycle II

A marked improvement in student learning outcomes is evident based on the results observed in the first and second instruction cycles. The average score in the first cycle was 8.078125, which rose to in the second cycle. This enhancement suggests that the instructional approach employed in the second cycle was more effective than the first. Refining the teaching process in the second cycle likely contributed to this improvement. These findings indicate that the learning strategy implemented during the second cycle positively impacted

students' comprehension and abilities, as evidenced by the increase in average scores from the first to the second cycle.

This study delves into the impact of pedagogical strategies on student learning outcomes over two instruction cycles. The findings reveal a significant performance improvement, with the average score rising from 8.08 in the first cycle to 9.73 in the second. These results suggest that the teaching approach adopted in the second cycle was markedly more effective than the first. The refinement of instructional methods in the second cycle appears to have been a decisive factor contributing to this notable improvement. The positive impact of the second cycle's strategy on students' comprehension and abilities is underscored by the substantial increase in average scores.

Such outcomes affirm the efficacy of the revised pedagogical approach in enhancing student learning, confirming that the adjustments made in the second cycle had a beneficial effect on educational attainment. This research underscores the significance of iterative improvements within teaching practices to optimize learning outcomes. In alignment with prior discussions, the findings suggest that this strategy enhances student achievement and fosters active discussion engagement, thereby enriching the learning experience. Through this lens, the study reflects the broader historical patterns of educational reform, where adaptation and refinement of methodologies serve as the engines of intellectual and academic progress.³³

This study has limitations, particularly the limited research on applying this strategy in Arabic language instruction, especially in *al-Mahārah al-Kalām*. Therefore, it is recommended that future researchers apply this instructional strategy across various subjects and student groups, as TPS is well-suited for diverse educational models and can be effectively employed in multiple learning contexts.

Conclusion

The findings of this study reveal that implementing the Think Pair Share (TPS) strategy in teaching *al-Mahārah al-Kalām* to eighth-grade students at Madrasah Tsanawiyah Negeri (MTSN), 1 Madiun has proven effective in enhancing students' speaking abilities. In the first cycle, the average score achieved by students was 8.078125, which saw a significant increase in the second cycle, when the average score reached 9.734375. This improvement

³³Rasyid, Muhammad Jafar Shodiq, dan Hafid Arsyad, "Implementation of the Think Pair Share Strategy and Drill Method in Mufradāt Learning at MTsN 1 Padang Implementasi Strategi Think Pais Share dan Metode Drill dalam Pembelajaran Mufradāt di MTsN 1 Padang: Implementasi Strategi Think Pais Share dan Metode Drill dalam Pembelajaran Mufradāt di MTsN 1 Padang," p 191.

reflects that the Think Pair Share (TPS) strategy bolsters active student participation in the learning process, strengthens their understanding of the material, boosts confidence in speaking Arabic, and positively contributes to overall academic achievement. The results demonstrate that Think Pair Share (TPS) is a reliable and effective strategy for *al-Mahārah al-Kalām* instruction.

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